

# Tenth International Games for the Deaf

**A**PPROXIMATELY one thousand athletes representing thirty-six nations will participate in the Tenth International Games for the Deaf at Gallaudet College in Washington, D.C., from June 27 to July 3, 1965. This is the first Olympics for the deaf to be held in the United States. From one hundred and fifty to two hundred Americans will compete in ten sports—track and field, basketball, swimming, soccer, wrestling, tennis, table tennis, shooting, cycling and gymnastics.

The International Games for the Deaf (IGD) was founded in 1924 by M. E. Rubens-Alcais of France. It is officially known as the Comité International des Sports Silencieux. Its purpose is to promote international competition among the deaf on the same basis as the standard Olympic games. The same high standards are adhered to and the same basic rules and regulations are followed. The International Olympic Committee granted official recognition of the IGD in 1951. United States participation in the games actually began in 1957 in Milan, Italy. Forty American athletes competed and won thirty-seven medals. In 1961 the United States sent 99 young people to Helsinki and they captured a total of 66 medals.

The members of the current IGD United States team have been carefully selected by a panel consisting of Jerald Jordan, chairman, ex-officio, Art Kruger, team director, chairman, and ten coaches in the schools for the deaf across the country.

The President of the United States, Lyndon B. Johnson, is the Honorary Chairman of

the Tenth International Games for the Deaf and he has been presented with a gold pass.

Thirteen young men and women either presently enrolled in or having previously been graduated from CSDR have been selected for the Olympic Team. These are:

Ramborger, Bill	Carlson, Patricia
Ramborger, Dick	Hutcheson, Bobbi
Dobrovec, David	Henes, Tom
Doane, Kendall	Gamache, Rene
Marsh, Charles	Decker, Gregory
Parker, Linda	Mahoney, Mike
Green, Tom	

The expenses for each participant in the IGD will be five hundred dollars. For this purpose an Olympic Fund has been established in Riverside. Its collection is being supervised by the PTCA with Mrs. Jason Decker as its treasurer.

At present the fund is as follows:

Source	Amount
Olympic Trials at CSDR	\$430.00
PTCA (car sticker sales)	\$138.00
Proceeds from basketball game with Berkeley	\$200.00
Personal contributions	\$30.00
Hearing aid dealers	\$50.00
	<hr/> \$848.00

Several money raising projects are being anticipated. Members of the California Association of the Deaf will present in sign language "Arsenic and Old Lace." This production will take place at the University Heights Junior High School on April 10 at eight o'clock. Details concerning the play appear in another section of this issue of **The Palms**.

Also in the offing is a benefit premier showing of "The Silent Crisis," a short film made on the CSDR campus last year. This film will be shown March 18 (tentative date) at the Fox Riverside Theater under the sponsorship of the National Charity League. More information will appear in the March issue of **The Palms**. Letters containing details of this showing will be sent to parents from Dr. Brill's office.

Anyone desiring to make a contribution to the Olympic Fund may do so by sending his contribution to Mrs. Jason Decker, Treasurer, PTCA, Olympic Fund, California School for the Deaf, Riverside.

# *The California Palms*

## **Editorial Staff**

Mrs. Esther McGarry, Editor  
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David McGarry   Mrs. Page Barber  
Felix Kowalewski   Thomas Fishler

California School for the Deaf, Riverside

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## **"Now Hear This . . ."**

For this issue of *The Palms*, I would like to mention several items. First of all, pay special attention to the supplement which is stapled on the inside of your *Palms*. It explains in graphic detail how language is taught in the Junior High School department. We feel that this method of instruction has been highly successful and because of its success, we plan to introduce it into our other academic departments.

In conjunction with the National Education Defense Act which, when recently amended opened the door for our school, we have acquired many much needed pieces of equipment in our science department. We feel with the addition of this new equipment, we will be better prepared to meet the needs of each individual child in our high school department.

In another area, one which gives us growing concern, is the increasing number of parents applying for enrollment of their children in our school. I say concern because we should be able to provide an education for any acoustically handicapped child who comes to our door. At the present time we have 145 applications for enrollment and are unable to enroll even one of these applicants at this time. The reason is simply this—we do not have any more space.

This June 45 boys and girls will graduate. In addition to this we will have approximately 15 more who will leave for other reasons. This will make room for about 60 boys and girls in our school program this fall. To further complicate the situation we cannot accept new pupils on a first come first serve basis except perhaps in the beginning classes. An example: if we should lose seven boys and nine girls in the High School department we would only be able to accept seven boys and nine girls because of the dormitory vacancies. Actually this holds true through-

out our whole dormitory program. If we could accept 60 or 65 boys and girls from the present waiting list without regard for sex or age we would still have more than fifty percent of the list waiting. At this writing, there are still five months more to go before school closes in June. The problem is serious and it is going to become more so as the population of California increases day by day. I feel you should know what the picture looks like from Riverside.

James A. Hoxie  
Assistant Superintendent

## **Junior High Gives to Kennedy Memorial Library Fund**

On January 15, Junior High School Class K, as a social science project, collected \$45.21 to contribute to the Kennedy Memorial Library Fund.

The class made advance publicity posters for the Junior High area, to which the collection was limited, and on the designated day, a table was set up near the library to serve as collection headquarters. The pupils took turns being on duty throughout the day to receive the donations and to be sure that each donor signed his name in a book.

The following Monday the class went to the bank to buy a cashier's check. The check and the book of names were then mailed to Mrs. Kennedy.

The members of Class K are Diane Delgrollice, Linda Hearn, Linda Kerstein, Linda King, Lois Malsberg, Debbie Morgan, Karen Renno and Velia Thomas. Their social science teacher is Mr. William May.

## **Student Assistance Fund**

Mrs. Catherine McDonald

In memory of Aletha Adams

Mrs. Olive E. Carson

In memory of Aletha Adams

The following people made contribution's in memory of Hal E. Carson, husband of retired counselor Mrs. Olive Carson:

Ida Clark, Rhoda Clark, Hazel Davis, Margaret Gard, Mrs. Emma Harris, Mrs. Mina Lucius, Mrs. Dorothy Lyman, Mrs. Jennie Lyman, Mrs. Ethel Black, Mrs. Margaret Carson, Mrs. Olive Carson, Mrs. Virginia Firth, Sharon Lyman, Mr. and Mrs. S. R. Meek, Mr. and Mrs. Robert Olson, Mrs. Alice Pfunder, Mr. and Mrs. R. A. Taylor, Mr. and Mrs. William Van Santford.

A gift was received from the employees of the Pacific Tube Company in Los Angeles.

## Riverside Chapter of CAD To Give Benefit Play for IGD

Please reserve the date of Saturday evening, April 10, to see the play "Arsenic and Old Lace" to be presented in sign-language by members of the Riverside Chapter of the California Association of the Deaf at the University Heights Junior High School auditorium on Eighth Street in Riverside. Interpreters will speak for the hearing public.

The play has previously been presented in sign-language at Gallaudet College, with Eric Malzkuhn (now back in California) in the starring role of Jonathan Brewster. It was such a success that it was again presented for one night on the actual Broadway stage in New York City, with Boris Karloff and cast taking the night from their regular presentation to help the deaf cast with make-up and costumes.

The principal roles in the Riverside presentation will be taken up by Morton Bayarsky as Jonathan Brewster, Laura Kowalewski and Helen Arbuthnot as the two aunts, Emo Witczak as Mortimer, Shirley Begrin as Elaine, Mark McCrory as Teddy, and Felix Kowalewski as Dr. Einstein. Seymour Bernstein is the director.

Heeding a call to raise funds to send qualified athletes to the International Games for the Deaf, to be held in Washington, D. C., July, 1965, the local chapter decided to present the play. There are many talented deaf actors and actresses among the members of the chapter and the school staff and this will be an opportunity to see them in action. Admission will be \$2 for adults and a lower rate for students and children. A percentage of the proceeds will go to the IGD Fund. Your interest and cooperation will be appreciated.

### Special Language Edition

The printing-production work involved in the special language supplement in this issue was done entirely by the class in offset lithography. Nine colors, including black, were used and 57 press runs were made. Two pages were printed at a time for a total of 1700 copies. Senior Jay Shopshire, an advanced offset student, did most of the work.

### Cover

On the cover is Miss Alyce Thomas, supervising teacher of the Junior High School department. Several of her young charges are pictured with her.

## BOOK REPORTS

**TITLE: Escape from Warsaw**

**AUTHOR: Ian Serraillier**

This story tells about a Polish family who escaped from Warsaw during the second World War.

Joseph Balicki, father of the family, was put in prison camp. Later he made a heroic escape and went to Switzerland where they had relatives. Margrit, mother of the family, was taken to Germany and had to work on the land. The three children, Edek, Ruth, and Bronia, were locked in the house by Nazi soldiers and were believed to have been killed when the soldiers bombed the house, but they escaped through a skylight in the roof. The houses were closely built so they were able to walk on the roof-tops until they came to a fire escape where they climbed down to the ground. They found shelter in a basement of a house that had been bombed and lived there for a couple of years. Edek was captured and taken to a slave labor camp. Through friends Ruth traced Edek to a hospital camp. She, Bronia and Jan, a friend who had lost all his family, found Edek ill with tuberculosis. Together the children started for Switzerland in hopes of finding their parents. They finally all met again in Switzerland.

I liked this story because it was interesting and very exciting.

Jacqueline Miller  
High School

**TITLE: Jason and the Golden Fleece**

**AUTHOR: John Gunther**

This story tells about Jason who tried to get back the Golden Fleece.

The story is an old myth. The story is about the adventures of Jason and the ship, the Argo.

Jason's father was King of Iolcus and his mean brother stole his throne and threw him into prison. Jason's nurse saved him and brought him to Chiron. Chiron took care of him. Then he grew up and Chiron told him what happened in the past.

The most exciting part was about the voyage. Jason found the Golden Fleece and he got back his father's throne.

I like the book because it was an adventure but many of the sentences were too hard to understand. I think anyone would enjoy the book if he could understand the many different words in the story.

Scott Kramer  
Junior High School

# Lower School News

R

I am an animal.  
I am very tall.  
I have a long neck.  
What am I?

I

I have a very hard back.  
I walk very slowly.  
What am I?

D

I have a bushy tail.  
I like to run and climb trees.  
I love to eat nuts.  
What am I?

D

I was a famous man.  
My birthday is February 12th.  
Who am I?

L

I was a soldier.  
I was the first president of the  
United States.  
Who am I?

E

S

I am a large oval shaped fruit.  
I am red inside.  
I have many seeds.  
I'm very good to eat.  
What am I?

## Baby Animals

A baby cow is called a .....  
A baby goat is called a .....  
A baby dog is called a .....  
A baby cat is called a .....  
A baby horse is called a .....  
A baby bear is called a .....  
A baby rabbit is called a .....  
A baby chicken is called a .....  
A baby lion is called a .....

## Fill in the Blanks

February 14th .....  
Cold season .....  
This month .....  
Washington's first name .....  
Two nickels .....  
You and I .....  
Animal's foot .....  
Seven days .....  
Sick .....  
A funny man .....

# Elementary School News

## Word Problems

Tommy went to the beach with his family. He found 25 shells and his brother found 35 shells. Altogether how many shells did both boys find?

Mike Campos

Richard had three stamps. His father give him five more stamps. How many stamps did Richard have then.

Brant Watt

I went to the beach. I found 15 shells in the morning. After dinner I found 30 more shells. How many shells did I find in all?

Richard Breiner

Three boys and five girls were doing their homework. How many children were doing their homework?

Shelly Benson

I found five pennies at home and I found three more pennies at school. How many pennies did I find?

Peggy Buckelew

Tom saw six trees in the park last week. Yesterday he saw some men cut down five of them. How many trees were left?

Mike Campos

## My Favorite Sport

I like to play football. I play football every afternoon after school. I play with Jesse, Jimmy, Scott, Artie, Rudy, Larry, Ricky, Eddie, John and Steven. I like to carry the ball and run fast.

Verne Carlton

## Sea Shells

I collect sea shells at home. It is fun. I make things with shells. I can glue shells on a bottle. The bottle is pretty. Last October I gave Mrs. Wukadinovich a pretty bottle covered with sea shells.

Stephen Davick

## My New Home

We moved to a new home in Corona because Father said he did not like the old home in Bellflower. Father likes the new home. My father rented a truck and a trailer to help move. We moved everything in four days. We worked hard.

The new house has three bedrooms. One of my brothers has a room and I share a room with my brother Mark.

We are all very happy in our new home.

Billy Stohr

## Tumbling

My favorite sport is tumbling. I know how to do tumbling stunts. In September 1958 when I was a little boy, I joined the tumbling team. The P.E. teachers chose me.

I watched the older girls and boys tumbling. I tried to do the stunts. Practice and study from books about tumbling helped me to learn many tricks. I am growing up. I am learning harder stunts.

Wesley Feria

## Shopping With Bottles

(An original story)

One day last fall Harry went to the store. He had many bottles in his wagon. Mr. Milligan said, "Oh, Oh! You have many bottles in your wagon." He gave Harry one dollar and fifty cents. Harry was happy because Mr. Milligan gave him some money for the bottles. He bought three oranges and three apples. Mr. Milligan said, "They will cost fifty cents." Then Harry bought six cans of coke. They cost one dollar. He wanted to buy more, but he didn't have any more money. When Harry got home his mother asked him why he was sad. He said, "I don't have any money." His mother said, "That's too bad. Why did you spend all of the money at the store?"

Joseph McRoberts

# Senior Palms

NOTE: The students in one class were given a topic sentence and were asked to write a story. Here is one of the stories that was written.

## An Alien Flying Object

One morning as I was walking to school, I heard a strange noise overhead. It was not a prominent noise. I looked up and saw a tiny flying object in the blue sky. When it became bigger, I saw that it was a flying saucer. I had read lots of science fiction books about flying saucers and had learned there was no such thing. But there it was. I saw it with my own eyes. It was coming down to our city, Mapleburg. When it was only about one hundred feet above the ground, it sent out a ray beam. It aimed the beam at the unsuspecting people and they became invisible! I tried to run, but I was spellbound. Finally I regained my composure and ran to school. On my way to the assistant superintendent's office I met Mr. Gover, my supervising teacher. He was furious and asked me why I was late. I explained to him about this peculiar happening. But the way Mr. Gover looked, he probably thought I was rattlebrained. To prove I was not, I led him outside. But to my surprise, there was no flying saucer in sight.

My legs turned to jelly as Mr. Gover started to talk. I awaited my fate. However, Mr. Gover excused me because he thought that I had lost my mind and was imagining things and didn't know what I was supposed to be doing.

I will never forget that strange happening for the rest of my life.

Dieter Baumert

## The Silent Crisis

The High School students went to the gymnasium to see a movie made at our

school. It was called "The Silent Crisis." Jack Lamberton played the part of a boy who was worried about passing the examinations for Gallaudet College. Pat Moran was his girl friend. She wanted to help Jack pass the examinations. She explained many of the lessons to him. They were happy that Jack passed the examinations. It was a very good movie.

Janine Phinney

## A Science Experiment

Our problem was to boil water with the help of the sun's heat rays.

We waited for a clear sunny day. Then we used a sixteen inch concave mirror to converge the sun's heat rays on a test tube of water. Later, the water began to boil. A thermometer showed that the temperature went up to 260 degrees Fahrenheit.

While the water was boiling I put a piece of black paper at the focal point of the heat rays. It started to burn rapidly. Then I tried a piece of white paper and was surprised that the white paper did not ignite. The white paper reflected the heat but the black paper absorbed it.

Tony Hackett

## High School—

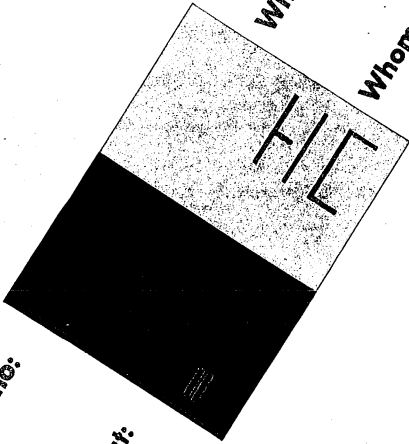
### Random Notes

One night when the lights were out and after some horseplay in the dorm, Alice Sargent reached into her desk drawer for her stick of Vicks to ease her breathing because of a cold. When she put the stick into her nostrils she knew something was wrong. The next morning in clear daylight, she had a difficult time washing off the lipstick smudges around her nostrils.

Susan Bell left water running in her bathroom. It overflowed onto the floor and into Laura Dimdorf's room. Susan had to mop up all the water. When she ready to

Continued on Page 9

*The California Palms  
Supplement*



Who:  
Whose:  
What:  
What:  
Whom:  
Whom:

California School for the Deaf  
Riverside, California







# Color and Symbol in Language Learning

Jeanne Paul  
Mrs. Nadine Schneider

As developed and used by the classroom teachers in the Junior High School, CSDR,  
under the guidance and direction of Miss Alyce Thomas, Supervising Teacher

In the Junior High color and symbol are used to stimulate the learning of language and to motivate the teaching of language whether it be oral or written. The influx of vocabulary, concepts, and experiences with which the Junior High student is confronted causes the language which he has to become quite jumbled. Frustration is inevitable on the part of the student who continually has his papers covered with red corrections, or who is just told that there is a better way to say or write his thoughts. But worse than the discouragement is the fact that we are not correcting the student's language in a way which will help him avoid making the same errors again.

In order to alleviate some of the frustration and discouragement, we must try to give our Junior High student a tool by which he can see and correct his own errors. By using the same tool, we as teachers can further explain more complex grammatical relationships as the student becomes ready for their use. When the student

has mastered straight and simple language, then we can begin to show him how to combine sentences and use clauses and phrases. Then he is ready to become more descriptive in his language and to use vocabulary and constructions that more clearly express his meaning.

This then is the two-way function of the use of color and symbol in Junior High School, to provide a corrective tool and to use the same tool as a teaching method to broaden language expression.

In adapting language instruction to our Junior High students we find that we must meet the needs of two basically different types of students. For the student who has had and is still having much difficulty in writing even a three word sentence correctly, the color coding of the Ohio Sentence Patterns adds both stimulus and motivation. In this step of our language teaching, we are teaching relationships between parts of a sentence only.

The colors we use were selected because of their availability in chalk, ink, paper, and pencils. In the few years that we have been experimenting with the colors, we have found that the student seems better able to recall the location of the parts of a sentence by using color than he is able to do by using the word symbols or symbols alone. We have also found that the student who has a better foundation in language is helped by the addition of color

but not to the extent that the pupil who has had much previous difficulty with language is.

We can explain more clearly by describing in some detail how the basic sentence patterns in color are taught to the younger and slower students who are not ready for the intricate relationships within the parts of a sentence.

Before the actual teaching of sentence patterns is begun, some preliminary classification work is necessary. Proper nouns are presented on flash cards one at a time. These nouns have been underlined in yellow. A student responds by placing the flash card in a yellow slot chart. After students are familiar with this procedure, pictures of the nouns and their names underlined in yellow on flash cards are placed in the slot chart. Later the word Who, in yellow, is placed at the top of the chart.

These proper nouns are copied into one of two notebooks. This first notebook contains vocabulary. It has been sectioned by colored tabs that correspond with the key colors. Proper nouns are listed on the page marked by a yellow Who tab.


After the children have a clear understanding of the yellow Who, action verbs underlined twice in red are introduced. These verbs are placed in a red slot chart next to the yellow Who chart. The red verb symbol ( == ) is placed at the top of the chart. These verbs are copied into the vocabulary notebook on the page


marked by the red verb symbol tab.

At this point the first sentence pattern is taught. This is done by using the nouns and verbs filed in the two slot charts.

Thus, the first pattern would be:             .

A child performs the action suggested by the teacher and a sentence describing it is written on the board. Tom ran. This would be underlined in color. Tom ran. Ruth skipped.

The second notebook contains sentence patterns. This notebook has had the top portion of each page cut out so as to expose the upper insides of the front and back covers. On this exposed area, rectangles matching those in the Fitzgerald Key have been drawn. At this time the children color the first and second rectangles yellow and red, respectively, to match the yellow and red sections fastened above the chalkboard. Who is placed in the yellow section and the verb symbol in the red:        Who: 

A vertical line is drawn the full length of the first double page. Sentences are then written in the notebook under the key and underlined in color.        Who:   
Tom ran.  
Mary skipped.

Both of the notebooks are kept by the child and used as reference books for homework assignments and in preparing for examinations.

Supervising teacher, reading teacher, vocational teacher, and

other predicate noun flash cards, underlined in pink, are matched with pictures in the first chart and then placed into a third chart. The next sentence pattern is taught:

              .

Miss Thomas is our supervising teacher.

Tom is my friend.

The new vocabulary and the sentence patterns are written into the two notebooks.

Each sentence pattern and the sentences written to illustrate that particular pattern are kept together and separate from the other sentence patterns within the sentence pattern notebook.

When this pattern is taught:

              ,

the predicate nouns are removed from the third chart and replaced with predicate adjectives underlined with the pink adjective symbol (      ). Then sentences are written.

Terry is happy.      Judy is sick.

Once again the new vocabulary and sentences are copied into the two notebooks.

As soon as the children begin writing sentences, pictures are used, also. At first, one descriptive sentence may be written. Later, a short story may evolve.

The length of time of presentation of each pattern and assurance that it is understood and usable by the child will vary

according to the group of children taught. After each new pattern is taught, it is reviewed along with the previously taught patterns. The child should be able to write original sentences when given colored sentence patterns, as well as underline in color, sentences written by the teacher or a classmate. Underlining in this step is done to reinforce the sentence pattern.

Following is a list of the Ohio sentence patterns taught. They have been color coded by us. Each is presented in a similar manner to the explanations already given.

<u>      </u> .	Tom <u>ran</u> .
<u>      </u> <u>      </u> .	Mr. Lee <u>is</u> <u>a teacher</u> .
<u>      </u> <u>      </u> .	Jim <u>is</u> <u>happy</u> .
<u>      </u> <u>      </u> .	Jane <u>has</u> <u>a new home</u> .
<u>      </u> <u>      </u> .	Bill <u>went</u> <u>to Disneyland</u> .
<u>      </u> <u>      </u> <u>      </u> .	Joe <u>put</u> <u>his coat</u> <u>into the closet</u> .
<u>      </u> <u>      </u> <u>      </u> .	Fred <u>gave</u> <u>his friend</u> <u>some candy</u> .
<u>      </u> <u>      </u> <u>      </u> .	May <u>went</u> <u>downtown</u> <u>with Sue</u> .
<u>      </u> <u>      </u> <u>      </u> .	Lue <u>is</u> <u>afraid of</u> <u>spiders</u> .

At first, the time word        is always placed at the end of a sentence. However, later the children learn that it may be used at the beginning or at the end of a sentence.

After the children know a particular sentence pattern, the corresponding question is introduced. The first group of question

Who can hear me? What makes honey? Who has been to Chicago?

QUESTION PATTERNS with Question Words  
(column one)

Subject      verb .....?

## QUESTION PATTERNS with Helping Verbs

Verb                  subject         verb .....?  
-----(columns three to six)

QUESTION PATTERNS with to do

Verb            subject            verb .....?  
                                        = (columns three to six)

**\$7**

QUESTION PATTERNS with to be

We must use am, is, are, was, or were.

Verb      subject .....?  
(column two or column four is necessary)

Example: Are the boys late or absent?

QUESTION PATTERNS with to have

We must use do, does, or did, with have.

Verb      subject      verb .....?  
(column three is necessary)

Example: Do you have any sisters?

We must use have, has, or had.

Verb      subject .....?  
(column three is necessary)

Example: Have you any sisters?

QUESTION PATTERNS with question words  
(columns two to six)

We must use the question words first.

A (Helping verb)      verb      subject      verb .....?

How much will your ticket cost next week?

B (to do)      verb      subject      verb .....?

How far did your troop walk at camp?

C (to be)      verb      subject .....?

Where is Joe this morning?

D (to have)      verb      subject      verb .....?

Where do you have your bike?



To the student who has an understanding of the Fitzgerald Key, we introduce the color coding as well as additional symbols. It embodies complete symbolization of the parts of speech and also includes other grammatical ideas in symbolic form, such as subject, participle, gerund, object, modify, etc. Color is used to show basic relationships of the parts of the sentence more clearly and in this step we begin to teach more intensively the relationships within each part of the sentence. Symbolization without color is less meaningful because a noun, for example, can be used in two or three different ways even in the same sentence.

The basic differences in teaching most classes in Junior High School involve the method of using the Key. Earlier the question words: Who, Whom, etc., provide the form from which the sentences are worked out. Later sentence patterns can be worked out. But finally we are faced with the need to use parts of speech as they actually are in the sentence. When our student says, "He have bad lucky for Thanksgiving.", we see that sentence order is not the problem, but rather incorrect use of parts of speech as well as verb agreement. Often the same idea may be well expressed in two or more ways that are quite confusing to the deaf until the relationships are specifically understood.

For example, we say:

He had good luck.

(Both express the same idea.)

He was lucky.

Substitution of the wrong part of speech in either sentence results in what we typically see as "deaf language." Nouns and adjectives are not interchangeable, and unless the student is aware of the difference between them, both in spelling and usage, he will have a hard time being lucky enough to pick the correct one all of the time.

In order to teach parts of speech to deaf children, we need some way of visually symbolizing them, as this provides the clearest and easiest way for them to see basic grammatical relationships. These symbols are provided for us in the Key, and certain other grammatical symbolizations necessary for clarity have been devised by classroom teachers. These include the basic parts of speech as symbolized here, to which other often used forms have been added.

\_\_\_\_\_ noun

↙\_\_\_\_\_ gerund

===== verb

↙===== participle

┌\_\_\_\_\_┐ adjective

=====➤ infinitive

┌\_\_\_\_\_┐ adverb

└\_\_\_\_\_┘ pronoun

↙└\_\_\_\_\_┘ relative pronoun

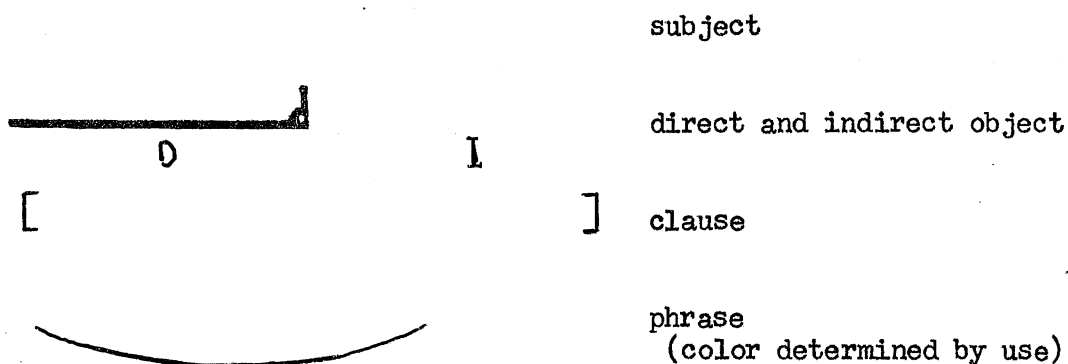


conjunction





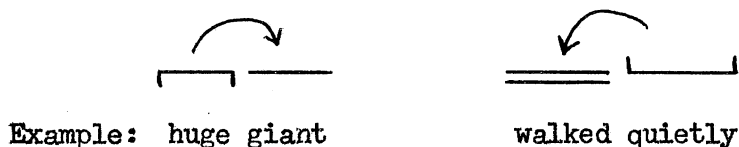
preposition

These symbols can then be fitted into others that show the parts of the sentence in larger groups, as shown below. These might be labeled parts of a sentence.



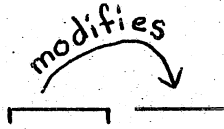
The most important symbol in showing relationships is the modifying symbol. It can be used of course in either direction.

Its appearance  or  differentiates it from the arrow type symbol showing the pronoun antecedent.



It is said that abstractions are very hard for the deaf to understand. Yet even the slowest children see the principles involved

in this graphic illustration.



Labeling the parts of speech may be all that can be achieved by some. Most of the students are capable of expressing this grammatical idea in English by substituting words for the symbols, i.e., an adjective modifies a noun. Vocabulary is then fitted into the abstraction, i.e., bad dog, good boy, etc.

In using this symbol system, each student can benefit from it on his own maturity level by using the vocabulary that he has made his own, i.e., a bad dog    a fierce beast    an avid conversationalist  
(All these examples follow the same basic grammatical pattern.)

Finally the examples are used in meaningful sentences.

My uncle is an avid conversationalist.

The steps in the presentation would then be summarized as follows:

1. the abstraction
2. the labeling of the abstraction
3. the formulating of the grammatical rule expressed by the abstraction (the statement of the abstraction)
4. the example per se  
the example with variations
5. the example fitted into a sentence pattern
6. original sentences using the above by the students

A specific illustration of the method is shown here.

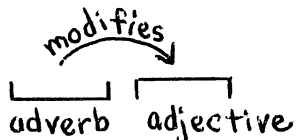
## Method

Basic steps in the presentation of a concept of visual grammar.

### I. The abstraction



### II. The labeling of the abstraction



### III. The statement of the abstraction

An adverb can modify an adjective.

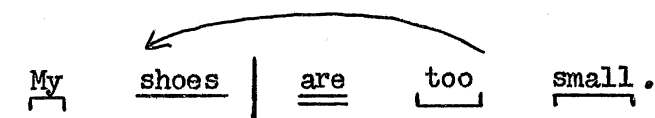
### IV. The example per se

very	big
so	big
too	big

With variations

so	tall
very	quiet
too	small

### V. The example fitted into sentence patterns



Idiomatic and other uses

Bill said, " Too small !"

### VI. Original sentences by the students

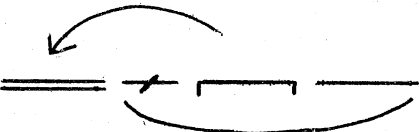
By working early on the concept of modify, we can then later expand a grammatical concept vertically as well as horizontally.

For example:

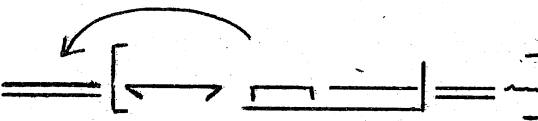
#### Adverb Vertical Expansion

1.  Example: came later

An adverb modifies a verb.

2.  Example: came in the morning

An adverb phrase modifies a verb.

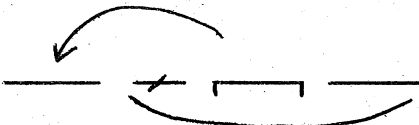
3.  Example: came after the game was over

An adverb clause modifies a verb.

Adjective vertical expansion follows much the same pattern, but with some variation.

1.  Example: cute girl

An adjective modifies a noun.

2.  Example: girls in my dorm

An adjective phrase modifies a noun. It is used after the noun.

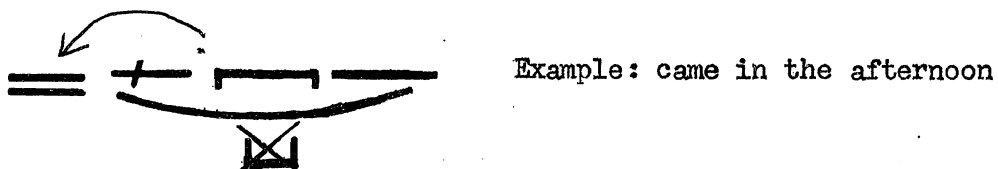
3.  Example: girls who live  
in my dorm

A relative clause modifies a noun.

Color is determined by use in the sentence.

By symbolizing, we can show that clauses and phrases used as adjectives follow rather than precede the noun they modify.

In an adverbial clause or phrase, the color usage allows us to show that the clause is adverbial in nature and to be even more specific in defining the adverbial use, i.e., an adverbial clause of time, etc. For this reason, it is not necessary to show the adverb symbol under the clause or phrase as a whole and this keeps the schematic simple. The same would apply to adjectives.



When color is used as a means of showing relationships between words in a sentence, differences between objects, predicate nouns, and predicate adjectives can be shown. These concepts are among the most difficult for deaf children and account for a large percentage of their errors in written language.

In symbol and color these differences become clear visually without even the confusion of actual words. Simple sentences can be combined to make more advanced constructions, and patterns for

doing this can be presented in a very graphic way by using both the symbol and color.



My brother is a doctor.

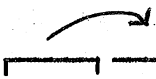


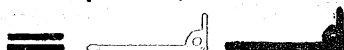
He lives in Los Angeles.



My brother who is a doctor lives in Los Angeles.

The relative pronoun which has a different word symbol than the regular pronoun carries a different visual symbol.

Once the basic patterns or relationships between parts of speech, i.e., , and parts of the sentence, i.e.,



become clear, the language

that can be used in these patterns depends on the child's maturity level, interests, and learning experiences.

I. My dog and cat | fought yesterday.

II. The colonists and the Redcoats | battled from early 1774  
until the spring of 1775.

Application of the color coding to specific grammatical instances has evolved through trial and error in actual practice, with the aim always towards ease of understanding by the deaf student, rather than dogmatic application.



This system of showing relationships differs from others in that it is a completely horizontal system of meaningfully inter-related symbols. No lines of modifiers go down from the basic line of the sentence. All relationships are shown relatively by use of the grouping symbols and the modifying symbol. The thought unit, as has been done traditionally without symbols, is used as a whole. It is used as a unit of reference for the individual parts of the system. By symbolization of subject and object as wholes, they can be treated as units within the sentence. To a basically good idea, the Key, we have applied some principles of systems and symbolization to produce a well-integrated whole. In expanding and elaborating as our needs arose, we have evolved a different and more complete method and system. As time goes by, this may provide the base for still further changes in system and method. So far, this system seems to us to be our best answer to the fact that in teaching language to the deaf, one is faced immediately with the problems of grammatical constructions beyond the student's ability to structure and use but not beyond his ability to comprehend. It fulfills the main criteria of a usable system, 1. simplicity, 2. adaptability to age levels, 3. usability as a teaching method, and 4. usability as a correction method.

Permission for adding symbols to the Fitzgerald Key was granted by The Volta Bureau.

(Additional copies of the special language supplement may be obtained for 50¢ each upon request to The California Palms, California School for the Deaf, Riverside.)

# Vocational Palms

## Tony Caloroso Wins Printing Trophy

Twelve boys in our school worked to a frenzy to enter their projects in the letter-head and envelope contest sponsored by the Citrus Belt Club of Printing House Craftsmen. Similary other Craftsmen's Clubs all over the country were staging these annual contests.

In our local contest there were 51 entries from high schools and colleges in Riverside and San Bernardino Counties having printing as part of the curricula. Three trophies for high school competition and three trophies for college were presented.

Tony Caloroso won a trophy for second place in the high school group. He thus repeated his feat of last year when he also won second place.

The trophies were given at a banquet at the Dunes Restaurant, January 19, and Mr. Zink and Mr. Lindholm witnessed Tony's moment of glory. Nine entrants who made the deadline from our school were invited to the dinner, but because it coincided with the Berkeley basketball team dance at CSDR none of the others made it to the banquet.

Feature speaker was John Milton Kennedy, television and radio performer and host on the "Science in Action" TV series sponsored by the Southern California Edison Company, who spoke on "The Learning Gap—A Threat to Freedom."

## Christmas Cards

We Junior High School girls who are in typing class made Christmas cards for our relatives and favorite friends. First, we drew the pictures on the stencils with a stylus and typed the message for the inside. Then we ran them off on the mimeograph machine. Some of the girls used red ink, some used green, and a few ran them twice using both colors.

Kathy Carlsen

## Recipe of the Month

### Oatmeal Cake

- 1 cup quick cooking oatmeal
- 1½ cups boiling water
- ½ cup butter
- 1 cup sugar
- 1 cup brown sugar
- 2 eggs beaten
- 1½ cups sifted flour
- 1 teaspoon baking soda
- 1 teaspoon cinnamon
- ¼ teaspoon salt

Combine oatmeal and water and add butter, sugar, brown sugar and eggs. Mix well and add the dry ingredients. When well mixed, pour into a greased pan 12 by 15 inches. Bake at 350° for 35 minutes.

### Topping

- 1 cup coconut
  - 6 tablespoons butter
  - ¼ cup cream
  - ¾ cup brown sugar
  - ½ cup chopped nuts
  - 7 oz. pkg. chopped dates
- Spread on the hot cake and place in the broiler. Broil until it bubbles.

## Power Sewing

Kerrie Reynolds, Judith Tamez, Connie Davis, Patricia Carlsen and Sandra Russell have kept very busy during the semester making suits and dresses to wear during the holiday vacation and for their 1965 wardrobes.

Susan Calzada, Jackie Miller, Pam Jordan and Jewell DeWitty have been doing lots of repairing, altering and remodeling of skirts and dresses. Fixing zippers, worn-out belts and shortening skirts and coats are part of the everyday activities of the class. Students learn in this way, not only skills in sewing and speed for the trade, but also how to care for their clothes and an awareness of neatness and good grooming.

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Support The Olympic Fund—

## "Arsenic and Old Lace"

April 10, 7:30  
University Heights  
Junior High School

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# Leisure Time Events

## Jr. Pepsters

The girls were sorry when Linda Parker dropped being a cheerleader because she is practicing for the girls' track team for the Deaf Olympics.

On Saturday, January 23, all of the students and adults watched our teams playing with the other teams from Berkeley. There really was a big crowd to watch the volleyball and basketball games. The students yelled that we wanted to win. The cheerleaders were busy yelling for our teams.

Our cheerleaders looked very nice. Rosemary Kutscher had an idea for the cheerleaders. She made big felt letters to put on the fronts of the girls' sweaters. They spelled "Cubs."

Miss Kubotsu showed Judy Goldsberry how to make wool pompons. Then she and Judy made red and gray wool pompons for the cheerleaders' shoes. We thank Miss Kubotsu for her help.

Diana Delgrolice was manager for the card drills. The girls flashed the cards for the people to see them. The card drill said "fight, team, fight" and "go, team, go."

Alana Nunn is the drummer now for the Jr. Pepsters and for the Jr. Twirlers.

All the girls have gotten their Jr. Pepster pictures from Vice President, Patty Burrell.

Beverly Goldsberry

## Junior National Ass'n of the Deaf

At the November 15 meeting of the Junior NAD Mr. Newman read a letter from Mrs. Marcia Hooper from Malaysia. Mrs. Hooper is a former teacher at CSDR. She is now a member of the Peace Corps. She told of events at her school.

Mr. Newman introduced our guest speaker, Mr. Morris Fahr, an inventor and designer. He is deaf and works for the Hughes Aircraft Corporation. He discussed inventions from the earliest times to the present day. He told about his life, how he got along in the world and his job. His talk was very interesting and we really enjoyed and profited greatly from it. He demonstrated his lipstick brushes which he had invented but failed by a narrow margin to go into large scale production due to the lack of proper chemical content for soft lipstick.

Kathleen Russell  
Secretary

## Type Lice Club

### MEETING

The third Type Lice Club meeting of the year was held in Mr Lindholm's classroom on December 3 at 7:15 p.m.

President Harvey Bradley reported on the plans for the field trip to the Riverside Press Enterprise Company. Having made his report, Harvey invited Mr. Fishler, one of our sponsors to speak. Mr. Fishler spoke to us about the importance of good behavior, responsibility, a neat appearance and cooperation.

### FIELD TRIP

On December 5 Mr. Fishler and Mr. Lindholm took us to the Riverside Press-Enterprise Company. Mr. Fishler introduced Mr. Witczak, a deaf man who is a printer at the Press. Mr. Witczak showed us through the print shop. We saw and learned how typesetting, Fotosetter, Lino-O-Film and Ludlow machines work. We also saw the new color-matic press. Mr. Witczak described the different newspapers printed by the company. It prints newspapers for March Air Force Base, Riverside County, Palm Springs, Corona and Riverside. We saw a camera that cost \$12,500. Imagine!

Before we returned to school, we visited the Municipal Museum and then had lunch.

Tony Caloroso  
Secretary

## Girl Scout Troop 337

On Saturday, January 9, 1965, Troop 337 spent the day at Knotts' Berry Farm.

We ate our sack lunches on the bus, and enjoyed every minute browsing around the area.

With us were, Mrs. Mary Ann Wittber, Mrs. Patricia Batchelder, Mrs. Billie Trausch, and Mrs. Marilyn Bayarsky.

## Boy Scout Troop 218

Boy Scout Troop 218 is studying how to tie knots. We must know how to tie a square knot, two half-hitches, a clove hitch and a sheet bend. This is the second requirement for the Tenderfoot badge.

Most boys passed the written test before Christmas vacation. Later we must learn about the history of the flag.

Larry Page

## Annual Campus King and Queen

This is the 12th year that we have had a Campus King and Queen. The students who run for this honor must be outstanding in sports.

The boys and girls who ran this year were: Jewel DeWitty, Harvey Bradley, Laura Dinndorf, Steven Strange, Kathy Russell, Craig Fenton, Connie Paine, and Tommy Parker. The winners were Laura Dinndorf and Steven Strange. The King and Queen of last year (Pat Moran and Burton Quartermus) crowned the new ones.

The students who were King and Queen of the past years were:

- 1953-1954—Clifford Combs and  
Jonie Macfadden
- 1954-1955—Stanley Bassett and  
Janelle Johnson
- 1955-1956—Danny Jones and Pat Tracey
- 1956-1957—Bill Holgate and  
Dory Hazelbaker
- 1957-1958—Jack Salisbury  
Micheline Gamache
- 1958-1959—Henry Barnes and Shirley Hill
- 1959-1960—Don Winant and Sonia Kracer
- 1960-1961—Bill Ramborger and Etta Smith
- 1961-1962—Tom Henes and  
Bobbi Hutcheson
- 1962-1963—Frank Scolaro and  
Margaret Holcomb
- 1963-1964—Burton Quartermus and  
Pat Moran
- 1964-1965—Steven Strange and  
Laura Dinndorf

## Pep Squad Report

The Winter Dance sponsored by the Pep Squad in honor of our guests, the Berkeley volleyball and basketball teams, celebrated ten years of friendly rivalry.

Nancy Burrell and her committee decorated the social hall in the colors of the two teams.

Pat Moran and her committee planned a varied program which included the crowning

of the campus king and queen, Laura Dinndorf and Stephen Strange; the court dance mixer; introduction of the Berkeley players; a demonstration of new dance steps by Mr. May of the Junior High School faculty and Jewel DeWitty a High School student; a comedy skit by Burton Quartermus and Genaro Abenchuchan; choosing a number for the door prize, won by Dale Ritter; and a balloon dance.

Punch, ice cream and doughnuts were served by Loretta Conti and her committee of helpers.

## High School

### Random Notes

Continued from Page 6

carry out the full pail, she tripped in the hall and emptied the pail. Again she had to mop up all the water!

Nancy Burrell, Dale Ice, Laura Dinndorf, and Jay Shopshire braved cold weather from 1:00 a.m. in the morning to see the Rose Parade in Pasadena on New Year's Day. During the earlier part of her Christmas vacation Nancy had spent several days with her friend Vera Pederson in Berkeley.

Carol Williams, Karen Rowenhorst, Janis Saghy, and John Le Var went to see the Rose Parade, also.

Everett Campbell and his family went to Dayton, Ohio, to visit relatives. They had planned to visit his grandmother in Kentucky, but they could not go there because the road was closed.

It took Chris Bello three and a half hours to polish his father's Cadillac. His father said it was so sparkingly clean that he hated to use it and get it dirty!

When Jack Jenson went up to Santa Cruz for part of the holidays he couldn't do anything outdoors because it just rained and rained and rained.

New Year's Eve Michelle Craig baby-sat for a lady. Shortly after midnight there was an earthquake but Michelle thought someone had knocked on the door. When she found no one at the door, she was scared.

Coming Soon!

CAD Presents:—

## "Arsenic and Old Lace"

April 10, 7:30

University Heights

Junior High School

# Sports Events

## Arizona Rivalry

Members of the varsity basketball team and the girls' volleyball team will leave for the Arizona School for the Deaf in Tucson on January twenty ninth. Both teams, fresh from victories over the California School for the Deaf, Berkeley, are somewhat optimistic about returning the trophies held by Arizona during 1964 to the Riverside Campus.

The competition between the two schools is in its eighth year and the records through the years are as follows:

Basketball			Volleyball		
CSDR	ASD		CSDR	ASD	
39	50	1956-57	0	1	
48	45	1958-59	0	1	
53	34	1959-60	2	0	
54	50	1960-61	2	1	
67	52	1961-62	1	2	
47	67	1962-63	0	2	
33	49	1963-64	1	2	

Mr. Hoxie will head the group of teachers and coaches who will be responsible for the students on the trip. The students selected to make the trip are:

Bradley, Harvey	DeWitty, Jewel
Brewster, Bryce	Dinndorf, Laura
Ferraz, Joe	Jordan, Pam
Idell, Charles	Miller, Barbara
Lamberton, Jack	Paine, Connie
Marquez, Danny	Rose, Margaret
Moore, Jerry	Russell, Kathleen
Parker, Tommy	Sargent, Alice
Sierra, George	Brown, Evelyn
Wilson, Gregg	Johnston, Franklin
Wilcox, John	Robinton, John

Our hosts have planned a tour of Tucson for our boys and girls making this an educational trip of real value. The following places will be visited while in Tucson: Arizona State Museum, Arizona Pioneer Historical Society Museum, University of Arizona, Tucson Mountain Park, "Old Tucson" movie location and the Arizona-Sonora Desert Museum.

## CSDR Hosts CSDB

CSDR was host to the visiting athletes from the California School for the Deaf at Berkeley the weekend of January 22-24.

Festivities began with the Winter Dance in Social Hall Friday evening, under the sponsorship of the Pep Squad.

Saturday the athletes of both schools spent part of the day at Knott's Berry Farm.

Saturday evening at 6:30 the athletic games got underway before an overflow crowd. The volleyball contest was exciting. The CSDR girls won the first game and the CSDR girls won the second one easily. In the third game the Riverside lassies scored six quick points and pulled away steadily for a well-earned victory. The CSDR girls have won seven in a row in eight meetings.

In the B basketball game Berkeley won by the score of 65 to 39. The CSDR "B's" have won but once in ten contests, this one in 1960 by the score of 28 to 26.

In the A game the Cubs played with determination to win their first game of the season. They gained a slight lead in the first quarter; then in the second quarter they started shooting better and scored 20 points to 8 for Berkeley. CSDR led 30 to 15 at the half. The Berkeley team reduced the Cubs' lead to 9 points in the third quarter but couldn't get any closer as time ran out in the fourth quarter. This victory by the score of 47 to 37 was great for the morale of the players and the students as well. This was only CSDR's third win in ten games between the two schools.

## Riverside

	FG	FT	TP
Lamberton	1	7	9
Moore	7	1	15
Parker	6	3	15
Ferraz	2	0	4
Marquez	2	0	4

## Berkeley

	FG	FT	TP
Reed	2	0	4
Chittenden	3	2	8
Koetz	3	4	10
Pedersen	7	1	15
Ross	0	0	0

## Points Scored in Each Quarter

	(1)	(2)	(3)	(4)	TP
Riverside	10	20	8	9	— 47
Berkeley	7	8	12	10	— 37

## Volleyball Game Against Berkeley

We Won!! This was a hard won victory and we are very proud of our girls from Riverside. The girls from Berkeley showed a lot of fight and outstanding playing. Our girls showed a lot of good team-work and team spirit. We won the first game by the score of 13 to 11 and lost the second game by score of 4 to 15 and won the last game by the score of 15 to 2.

Basketball Results		
CSDR		Opponent
46	Ramona JV	52
61	Aquinas	85
53	Rim	70
64	Big Bear	82
42	Webb	60
50	Boys Republic	77
39	Notre Dame	56
47	CSDB	37

### Wrestling

Our wrestling team is beginning to develop and has given a good account of itself in spite of injuries, difficulties in scheduling and other handicaps. The matches held to date are:

CSDR		Opponent
21	Rubidoux	18
25	Rim	38
30	Norte Vista	39
33	Ramona	34

The following boys make up our team:

Anderson, Eddie	Hastings, Richard
Bradley, Lee	Hawkins, Jim
Cardinale, Michael	Jones, Jeff
Cisneros, David	King, Lorin
Coates, Edwin	Leon, Joe
Cogswell, Henry	Lester, Timothy
Cook, Stephen	Lux, John
Cordero, Larry	Pealaterre, Robert
Fenton, Craig	Saghy, James
Francis, Fred	Strange, Stephen
Hackett, Tony	

Craig Fenton our dependable heavyweight was sidelined for three weeks with a knee injury and Steve Strange, another veteran, has had back and knee difficulties.

Neither of these boys has lost a match this year and our team needs their power. Lee Bradley and Robert Pealaterre have also won all of their matches. Some promising newcomers are Tony Hackett and David Cisneros.

### Grapplers Lose Close One

In a last-minute scheduled practice meet with an experienced Norte Vista High School wrestling team, our boys lost by the close score of 39-30.

Boys who won their bouts were Lee Bradley, Jeff Jones, David Cisneros, Fred Francis. Robert Pealaterre pinned his opponent in the spectacular time of 43 seconds. Steve Strange followed with the fast time of 68 seconds.



### Pachappa I

Carl Hague-wood spent Christmas vacation in El Paso, Texas.

Boys with new bicycles are Mark Austin, Paul DeLa Cruz, Don Caldwell, and Billy Noftsgger.

Mike Elkins has his own personal TV set at home. He received it for Christmas.

### Pachappa II

Gordon Cook and Roger Lewis received electric trains for Christmas. Kenny Lokey got a watch from his father who is now in Hawaii with the Navy.

Mike Rodgers had an operation during vacation.

Mark Howden's father is a cartoonist for Johnny Quest, the Flintstones, and Bugs Bunny.

### Pachappa III

Karne Peterson is a new girl in Pachappa III. She lives in Blythe, California.

Dawn Payton went to Washington to visit her grandmother. While in Washington she saw the high flood waters and she had fun playing in the snow.

Vickie Phillips and Jo Ellen Ridley went to Disneyland. They both had fun riding the funny cars.

### Rubidoux I

We are happy to have Joe McRoberts join us in Rubidoux I. He is eleven years old and lives in Huntington Park. He attended the Hyde Park School before coming here.

Jimmy Baer came back to school with a suntan. He had gone skiing over the holidays. Tony Ortiz was happy with his new watch.

### **Rubidoux II**

Germaine Picó has a new baby sister, Kathryn Joan Rae, named for Germaine's three aunts. Maureen Manchester's grandmother from Nebraska visited Maureen at Christmas. Pamela Amundsen's grandmother visited Pamela's family.

Mary Ann Epstein's family have a new car. Sandra Day's family moved to a new house.

### **Rubidoux III**

Rosemary Ortiz, Marilyn Nason, and Sharon Frazier celebrated birthdays in January. They enjoyed their birthday cakes at school.

Joanne Miller and family visited with her brother during Christmas vacation. She enjoyed the animals on the farm and the snow for five days in St. Maries, Idaho.

### **Shasta I**

Carol Williams, Judith Joiner, Janet Quane and Connie Paine gathered at Laura Dinndorf's home on New Year's Day. They all watched the beautiful Rose Parade.

### **Shasta II**

Janis Saghy, Vonnice Dawson and Jennifer Markee went to Pasadena on New Year's Day to watch the Rose Parade. They were thrilled to see Lassie and Steve Allen and many famous persons.

Nancy Wilson received a surprise Christmas gift, a five-week old toy French poodle.

### **Shasta III**

Lily Miller, Karen Thompson, Beverly and Judy Goldsberry, Gene Fisher, Patty Clemons, Beverly Greer, Debbie Morgan and Lois Malsberg continue to enjoy our most popular social function of visiting in each other's homes.

### **Shasta IV**

Janice Hallmark has moved to Texas where she will enter the School for the Deaf in Austin.

Three of our girls were very happy with new pets for Christmas. Mary Winter has

a puppy; Frances Cook a monkey; and Sandy Cook a kitten.

### **Lassen I**

Lassen I boys seemed happy to return to school after Christmas vacation.

Ricky Cruz tells us that he did some shot gun shooting. Although he enjoyed himself, he ended up with a sore shoulder.

Eddie Anderson and Ray Bloodworth went surfing in Ensenada, Mexico.

### **Lassen II**

Lassen II boys did a fine job of decorating their dormitory for Christmas, and they had a very wonderful party on Sunday, December 13.

Boys who won awards for best decorations were, Room 8 with Ricky Garbacz, Randy Biell, and Donald Jeffcoat. Also Room 2 with Kenneth Boyd, and Dick Stumbo, and Room 11 with Jim Barela, Franklin Fisher, and Wesley Feria.

### **Palomar I**

Harvey and Lee Bradley, went to Yosemite National Park during Christmas vacation.

Our Christmas party was very successful. Some boys told Christmas stories and we played some interesting games. Exchanging gifts was the highlight of the party, and winning a grand prize for our window decoration made our evening one that we will always remember.

### **Palomar III**

Harry Williams' original window painting won first prize during the pre-Christmas festivities, bringing honor to him and to his dorm. Larry Cordero and Tony Ruiz contributed an extra gay note to the Christmas party by making and filling a pinata which Danny Briones was successful in breaking. Bobby Ellis held his dorm-mates spellbound while he related an adventure and Danny Cisneros was an excellent master of ceremonies during the presentation of gifts.